

PENGARUH STRATEGI *SELF-REGULATED LEARNING* BERBASIS
BLENDED LEARNING TERHADAP MOTIVASI BELAJAR DALAM
PEMBELAJARAN PERMAINAN TENIS MEJA

SKRIPSI

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Sarjana
Pendidikan



Oleh
Rama Arifansyah
NIM 1603767

PROGRAM STUDI PENDIDIKAN JASMANI, KESEHATAN, DAN REKREASI
DEPARTEMEN PENDIDIKAN OLAAHRAGA
FAKULTAS PENDIDIKAN OLAAHRAGA DAN KESEHATAN
UNIVERSITAS PENDIDIKAN INDONESIA

2021

LEMBAR PENGESAHAN

RAMA ARIFANSYAH

**PENGARUH STRATEGI *SELF-REGULATED LEARNING* BERBASIS
BLENDED LEARNING TERHADAP MOTIVASI BELAJAR DALAM
PEMBELAJARAN PERMAINAN TENIS MEJA**

disetujui dan disahkan oleh pembimbing:

Pembimbing I

Carsiwan, M.Pd.

NIP. 197101052002121001

Pembimbing II

Dr. Dian Budiana, M.Pd

NIP. 197706292002121002

Mengetahui

Ketua Program Studi

Pendidikan Jasmani Kesehatan dan Rekreasi

FPOK UPI

Dr. Yusuf Hidayat, M.Si.

NIP. 196808301999031001

Rama Arifansyah, 2021

**PENGARUH STRATEGI *SELF-REGULATED LEARNING* BERBASIS *BLENDED LEARNING* TERHADAP
MOTIVASI BELAJAR DALAM PEMBELAJARAN PERMAINAN TENIS MEJA**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

LEMBAR HAK CIPTA
PENGARUH STRATEGI *SELF-REGULATED LEARNING* BERBASIS
***BLENDED LEARNING* TERHADAP MOTIVASI BELAJAR DALAM**
PEMBELAJARAN PERMAINAN TENIS MEJA

Oleh
Rama Arifansyah

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Pendidikan di Fakultas Pendidikan Olahraga dan Kesehatan

©Rama Arifansyah 2021
Universitas Pendidikan Indonesia
April 2021

Hak Cipta dilindungi undang-undang.
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difotocopy, atau cara lainnya tanpa ijin dari penulis

Rama Arifansyah, 2021
PENGARUH STRATEGI SELF-REGULATED LEARNING BERBASIS BLENDED LEARNING TERHADAP
MOTIVASI BELAJAR DALAM PEMBELAJARAN PERMAINAN TENIS MEJA
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

ABSTRAK

Rama Arifansyah NIM (1603767) Skripsi: Pengaruh Strategi Self Regulated Learning Berbasis Blended Learning Terhadap Motivasi Belajar Dalam Pembelajaran Permainan Tennis Meja. Skripsi ini dibimbing oleh Carsiwan, M.Pd dan Dr. Dian Budiana, M.Pd., Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi, Fakultas Pendidikan Olahraga dan Kesehatan, Universitas Pendidikan Indonesia, 2021.

Motivasi merupakan bagian penting dalam diri seseorang untuk menjadi acuan dalam proses untuk menggapai suatu tujuan. Dalam proses pembelajaran, mahasiswa seharusnya memiliki motivasi yang tinggi karena sangat diperlukan untuk membangkitkan semangat belajar sehingga kegiatan belajar dapat berjalan dengan baik. Dengan demikian perlunya kajian model pembelajaran yang dapat meningkatkan motivasi belajar mahasiswa. Oleh sebab itu, peneliti melakukan kajian dengan tujuan untuk mengetahui pengaruh penerapan model pembelajaran *blended learning* terhadap motivasi belajar mahasiswa. Tujuan dalam penelitian ini yaitu ingin mengetahui pengaruh strategi *Self Regulated Learning* berbasis *Blended Learning* terhadap motivasi belajar dalam pembelajaran permainan tenis meja. Metode penelitian yang digunakan peneliti yaitu *quasi eksperimental* dengan *non equevalen grup design*. Sampel yang digunakan yaitu sebanyak 24 mahasiswa yang mengontrak perkuliahan pembelajaran permainan tenis meja dimana 12 kelompok eksperimen, dan 12 orang kelompok kontrol. Perlakuan yang digunakan pada kelompok eksperimen yaitu dengan melakukan penerapan pembelajaran *blended learning* dan *self regulated learning* dan perlakuan terhadap grup kontrol tanpa *blended learning*. Analisis data pada penelitian ini menggunakan pengujian rata-rata dengan bantuan *software SPSS (Statistikal Product and Service Solution) versi 25.0*. Hasil menunjukkan bahwa terdapat perbedaan signifikan motivasi belajar pada kelompok eksperimen dan kelompok kontrol setelah dilakukan perlakuan. Selain itu didapatkan bahwa penerapan pembelajaran *blended learning* dan *self regulated learning* memiliki pengaruh terhadap peningkatan motivasi belajar mahasiswa dalam pembelajaran permainan tenis meja.

Kata kunci : *Blended Learning, Self-Regulated Learning, Motivasi Belajar*

ABSTRACT

Rama Arifansyah (NIM 1603767) The Influence of Blended Learning Based Self Regulated Learning Strategy on Learning Motivation in Learning Table Tennis Game. Under the guidance of Carsiwan, M.Pd and mentor Dr. Dian Budiana, M.Pd., Departement Physical Education, Facultry of Sport and Scien Health Education, Universitas Pendidikan Indonesia, 2021.

Motivation is an important part of a person to become a reference in the process of reaching a goal. In the learning process, students should have high motivation because it is very necessary to arouse enthusiasm for learning so that learning activities can run well. Thus the need for a study of learning models that can increase student learning motivation. Therefore, the researcher conducted a study with the aim of knowing the effect of the application of the blended learning model on student learning motivation. The purpose of this study is to determine the effect of the *Blended Learning*-based *Self Regulated Learning* strategy on learning motivation in learning table tennis. The research method used by researchers is quasi experimental with non-equevalent group design. The sample used was 24 students who contracted lectures for learning table tennis, where 12 were the experimental group, and 12 were the control group. The treatment used in the experimental group is by implementing *blended learning* and *self regulated learning* and treating the control group without blended learning. Data analysis in this study used average testing with the help of software SPSS (*Statistical Product and Service Solution*) version 25.0. The results show that there is a significant difference in learning motivation in the experimental group and the control group after the treatment. In addition, it was found that the application of blended learning and self-regulated learning had an effect on increasing student learning motivation in learning table tennis.

Keywords: *Blended Learning, Self-Regulated Learning, Learning Motivation*

DAFTAR ISI

<u>LEMBAR PENGESAHAN</u>	i
<u>LEMBAR HAK CIPTA</u>	ii
<u>UCAPAN TERIMA KASIH</u>	Error! Bookmark not defined.
<u>ABSTRAK</u>	iii
<u>ABSTRACT</u>	iv
<u>DAFTAR ISI</u>	v
<u>DAFTAR TABEL</u>	vii
<u>DAFTAR GAMBAR</u>	vii
<u>DAFTAR LAMPIRAN</u>	ix
<u>BAB I</u>	Error! Bookmark not defined.
<u>1.1 Latar Belakang</u>	Error! Bookmark not defined.
<u>1.2 Rumusan Masalah Penelitian</u>	Error! Bookmark not defined.
<u>1.3 Tujuan Penelitian</u>	Error! Bookmark not defined.
<u>1.4 Manfaat Penelitian</u>	Error! Bookmark not defined.
<u>1.5 Struktur Organisasi</u>	Error! Bookmark not defined.
<u>BAB II</u>	7
<u>2.1 Pendidikan</u>	7
<u>2.2 Hakekat Pendidikan Jasmani</u>	7
<u>2.3 Strategi Pembelajaran</u>	Error! Bookmark not defined. 3
<u>2.4 Self-Regulated Learning</u>	Error! Bookmark not defined. 3
<u>2.5 Blended Learning</u>	Error! Bookmark not defined. 3
<u>2.6 Motivasi Belajar</u>	Error! Bookmark not defined. 5
<u>2.7 Pembelajaran <i>Blended Learning</i> dan SRL</u>	Error! Bookmark not defined. 2
<u>2.8 Kerangka Berpikir</u>	Error! Bookmark not defined. 5
<u>2.9 Hipotesis Penelitian</u>	Error! Bookmark not defined. 6
<u>BAB III</u>	Error! Bookmark not defined. 7
<u>3.1 Desain Penelitian</u>	Error! Bookmark not defined. 7
<u>3.2 Partisipan</u>	Error! Bookmark not defined. 8
<u>3.3 Populasi dan Sampel</u>	Error! Bookmark not defined. 8

Rama Arifansyah, 2021

*PENGARUH STRATEGI SELF-REGULATED LEARNING BERBASIS BLENDED LEARNING TERHADAP
MOTIVASI BELAJAR DALAM PEMBELAJARAN PERMAINAN TENIS MEJA*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

<u>3.4 Instrumen Penelitian</u>	Error! Bookmark not defined.	9
<u>3.5 Prosedur Penelitian</u>	Error! Bookmark not defined.	2
<u>3.6 Analisa Data</u>	Error! Bookmark not defined.	2
BAB IV	Error! Bookmark not defined.	8
<u>4.1 Temuan</u>	Error! Bookmark not defined.	8
<u>4.2 Pembahasan</u>	Error! Bookmark not defined.	3
BAB V	Error! Bookmark not defined.	7
<u>SIMPULAN, IMPLIKASI, DAN REKOMENDASI</u>	Error! Bookmark not defined.	7
<u>5.1 Simpulan</u>	Error! Bookmark not defined.	7
<u>5.2 Implikasi</u>	Error! Bookmark not defined.	7
<u>5.3 Rekomendasi</u>	Error! Bookmark not defined.	7
<u>DAFTAR PUSTAKA</u>		x9

DAFTAR TABEL

Tabel 2.1 Fase Pembelajaran dengan pendekatan self regulated learning	20
Tabel 2.2 Rangkaian penggunaan strategi self regulated learning blended learning pada setiap pertemuan	33
Tabel 3.1 Kisi Kisi Instrumen Motivasi Belajar	39
Tabel 3.2 Instrumen Motivasi Belajar.....	40
Tabel 4.1 Hasil pre-test dan post-test kelompok eksperimen	Error! Bookmark not defined.8
Tabel 4.2 Hasil pre-test dan post-test kelompok kontrol	Error! Bookmark not defined.9
Tabel 4.3 Statistik deskriptif pre-test dan post-test kelompok eksperimen SPSS	Error! Bookmark not defined.9
Tabel 4.4 Statistik deskriptif pre-test dan post-test kelompok kontrol SPSS	50
Tabel 4.5 Hasil uji normalitas SPSS	Error! Bookmark not defined.1
Tabel 4.6 Hasil Uji Homogenitas SPSS	Error! Bookmark not defined.2
Tabel 4.7 Hasil Uji Hipotesis	Error! Bookmark not defined.2

DAFTAR GAMBAR

Gambar 2.1 Kerangka Berpikir	35
Gambar 3.1 Hasil Uji Hipotesis	37
Gambar 3.2 Prosedur Penelitian.....	42

DAFTAR LAMPIRAN

- Lampiran 1. Surat Keputusan Penetapan Judul dan Dosen Pembimbing **Error!
Bookmark not defined.**
- Lampiran 2. Tabel Hasil Skala Motivasi Belajar Mahasiswa **Error! Bookmark
not defined.**
- Lampiran 2.1 Tabel Hasil Pre test kelompok Eksperimen **Error! Bookmark not
defined.**
- Lampiran 2.2 Tabel Hasil Post test kelompok Eksperimen **Error! Bookmark
not defined.**
- Lampiran 2.3 Tabel Hasil Pre test kelompok Kontrol **Error! Bookmark not
defined.**
- Lampiran 2.4 Tabel Hasil Post test kelompok Kontrol **Error! Bookmark not
defined.**
- Lampiran 3. Hasil Isian Instrumen Motivasi Belajar Mahasiswa **Error!
Bookmark not defined.**
- Lampiran 4. Pembelajaran Blended Learning Self Regulated Learning..... **Error!
Bookmark not defined.**
- Lampiran 5. Rencana Pelaksanaan Pembelajaran (RPP) Penelitian **Error!
Bookmark not defined.**
- Lampiran 6. Dokumentasi Penelitian
Error! Bookmark not defined.

DAFTAR PUSTAKA

- A. Bandura, Social Learning Theory (Englewood Cliffs, NJ: Prentice Hall Publishers, 1977).
- A. Bandura, "Social Cognitive Theory of Self-regulation" dalam Organizational Behavior and Human Decision Processes, (50, 1991), hlm. 248-287.
- A. Bandura, Social Foundations of Thought and Action: A Social Cognitive Theory (New Jersey: Prentice-Hall, 1986).
- Abduljabar, B. (2014). Memperkokoh Pendidikan Karakter melalui Mediasi Aktivitas Jasmani Berbasis Nilai. *Jurnal Pendidikan Karakter*, (2).
- Akbarov, A., Gönen, K., & Aydogan, H. (2018). Students' Attitudes toward Blended Learning in EFL Context. *Acta Didactica Napocensia*, 11(1), 61-68.
- B.A. Higgins, "An Analysis of the Effects of Integrated Instruction of Metacognitive and Study Skills Upon the Self-Efficacy and Achievement of Male and female Students" (Masters Thesis, Miami University, 2000).
- B.J. Zimmerman, "Models of Self-regulated learning and Academic Achievement" dalam B.J. Zimmerman & D.H. Schunk (Ed.), Self-regulated learning and Academic Achievement: Theory, Research, and Practice (New York: Springer- Verlag, 1989), hlm. 1-25.
- B.J. Zimmerman, "Developing Self-Fulfilling Cycles of Academic Regulation: An Analysis of Exemplary Instructional Model", dalam D.H. Schunk & B.J. Zimmerman (Ed.), Self-regulated Learning: From Teaching to Self-Reflective Practice (New York: Guilford, 1998), hlm. 1-19.
- B.J. Zimmerman, "Self-regulated learning and Achievement: The Emergence of a Social Cognitive Perspective", dalam Educational Psychology Review, (2, 1990), hlm.173-201.
- Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ*, 1986(23-28).
- Bielawski, L., & Metcalf, D. S. (2003). *Blended elearning: Integrating knowledge, performance, support, and online learning*. Human Resource Development.

Rama Arifansyah, 2021

PENGARUH STRATEGI SELF-REGULATED LEARNING BERBASIS BLENDED LEARNING TERHADAP MOTIVASI BELAJAR DALAM PEMBELAJARAN PERMAINAN TENIS MEJA

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Budiman, D. dan Hidayat, Y. (2011). Psikologi anak dalam pendidikan jasmani. Bandung: FPOK-UPI
- C.E. Weinstein dan J.D. MacDonald, "Why does a School psychologist Need to Know About Learning Strategies?" dalam Journal of School Psychology, hlm. 24.
- Cassidy, S. (2011). *Self-regulated learning in higher education: Identifying key component processes. Studies in Higher Education*, 36(8), 989-1000.
- Corno, L. (2001). Volitional aspects of self-regulated learning. *Self-regulated learning and academic achievement: Theoretical perspectives*, 2, 191-225.
- Corno, L., & Mandinach, E. B. (1983). The role of cognitive engagement in classroom learning and motivation. *Educational psychologist*, 18(2), 88-108.
- D.H. Schunk dan B.J. Zimmerman (Ed.), *Self-regulation on Learning and Performance: Issues and Educational Applications*. (Hillsdale: Lawrence Erlbaum Associates, 1994).
- Darajat, J.K.N & Abduljabar, B (2014). *Aplikasi Statistika dalam Penjas*. Bandung, CV : Bintang Warliartika
- Effendi, M. S. (2013). Desain Eksperimental dalam Penelitian Pendidikan. *Jurnal Perspektif Pendidikan*, 6(1), 87-102.
- El-Anzi, F. O. (2005). Academic achievement and its relationship with anxiety, self-esteem, optimism, and pessimism in Kuwaiti students. *Social Behavior and Personality: an international journal*, 33(1), 95-104.
- Frost, R.B. (1975). *Physical Education: Foundations, Practices and Principles. Reading: Addison Wesley Publishing Company*.
- Gerlach, V.S. & Ely, D.P. (1980). *Teaching and Media a Systematic Approach*. New Jersey: Prentice Hall.
- Hasan, S., Winarno, M. E., & Tomi, A. (2016). Pengembangan Model Permainan Gerak Dasar Lempar Untuk Siswa Kelas V Sdn Tawangargo 4 Karangploso Malang. *Jurnal Pendidikan Olah Raga*, 4(2), 182-200.
- Husdarta, J.S. 2011. *Manajemen Pendidikan Jamani*. Bandung: ALFABETA.
- Jaedun, A. (2011). *Metodologi Penelitian Eksperimen*. Fakultas Teknik UNY.

- Lens, W., Lacante, M., Vansteenkiste, M., & Herrera, D. (2005). Study persistence and academic achievement as a function of the type of competing tendencies. *European Journal of Psychology of Education*, 20(3), 275-287.
- Lothridge, K., Fox, J., & Fynan, E. (2013). Blended learning: efficient, timely and cost effective. *Australian Journal of Forensic Sciences*, 45(4), 407-416.
- Lutan, R. (2001). *Mengajar Pendidikan Jasmani di Sekolah Dasar*. Jakarta: direktorat jendral olahraga.
- Maharani, O. (2013). *Validitas Kuesioner Motivasi Belajar Dengan Program Iteaman* (Tesis). Sekolah Pascasarjana, Universitas Sebelas Maret, Surakarta
- Mahendra. 2015, *Filsafat Pendidikan Jasmani*, Bandung: CV. Warliartika.
- McCombs, B. L. (1989). Self-regulated learning and academic achievement: A phenomenological view. In *Self-regulated learning and academic achievement* (pp. 51-82). Springer, New York, NY.
- Morris, S. B. (2008). Estimating effect sizes from pretest-posttest-control group designs. *Organizational research methods*, 11(2), 364-386.
- Mosston, Muska, (1991). *Teaching Physical Education. Columbus L Bell and Howell Companies.*
- Nixon, J.E. & Jewett, A.E., (1980). *An Introduction to Physical Education*. Philadelphia: *Saunders College Publishers.*
- P. Pintrich, "Understanding Self-regulated learning" dalam R.J. Menges & M.D. Svinicki (Ed.), *Understanding Self-regulated learning*, New Directions for Teaching and Learning (San Francisco: Jossey-Bass Publishers, 1995), hlm. 3-12.
- P.R. Pintrich, "The Role of Goal Orientation in Self-regulated learning" dalam M. Boekaerts,et.al. (Ed.), *Handbook of Self-regulation* (San Diego: Academic, 2000), hlm. 453.
- P.R. Pintrich, "The Role of Goal Orientation in Self-regulated learning" dalam M. Boekaerts,et.al. (Ed.), *Handbook of Self-regulation* (San Diego: Academic, 2000), hlm. 453.
- Pedoman Penyelenggaraan UPI 2015. Tersedia di www.upi.edu. Diakses 20 Juli 2018

- Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In Handbook of self-regulation (pp. 451-502). *Academic Press*.
- Rachman, G. F. N. (2017). Survei Tingkat Kebugaran Jasmani Siswa Cerdas Istimewa Angkatan Tahun 2014 dan Angkatan Tahun 2015 SMA Negeri 1 Krian. *Jurnal Pendidikan Olahraga dan Kesehatan*, 5(1).
- Santrock, J. W, "Lifespan development", McGraw-Hill, Boston, 1999.
- Sarwono dan Ismaryati. 1999. Laporan Penelitian Aplikasi Penelitian Energi Elastik Otot Pada Pengukuran Power Otot Tungkai. Surakarta: FKIP UNS Press.
- Shen, P. D., Lee, T. H., & Tsai, C. W. (2011). Applying blended learning with web-mediated self-regulated learning to enhance vocational students' computing skills and attention to learn. *Interactive Learning Environments*, 19(2), 193-209.
- Shen, P. D., Lee, T. H., & Tsai, C. W. (2011). Applying blended learning with web-mediated self-regulated learning to enhance vocational students' computing skills and attention to learn. *Interactive Learning Environments*, 19(2), 193-209.
- Undang-Undang No. 20 Tahun 2003
- Volchenkova, K., 2016. Blended learning: definition, models, implication for higher
- W.M. Reed dan S.F. Giessler, "Prior Computer-Related Experiences and Hypermedia Metacognition" dalam *Computer in Human Behavior*, 11(3-4, 1995) hlm. 582.
- Wolters, C. A. (2003). Regulation of motivation: Evaluating an underemphasized aspect of self-regulated learning. *Educational psychologist*, 38(4), 189-205.
- Y.C. Yang, "The Effects of Self-Regulatory Skills and Type of Instructional Control on Learning from Computer-Based Instruction" dalam *International Journal of Instructional media*, 20(3, 1993), hlm. 225-241.
- Zimmerman, "Becoming a Self-Regulated Learner, hlm. 41.
- Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory Into Practice*, 41(2), 64–70.